

Joint Task Force on Creativity, Arts and Cultural Education

June 21, 2004



Progress Report

- **Project Goals**
- **Process and Participation**
- **Issues that Emerged**
- **Recommendations**
- **Your Feedback**



The Task Force Purpose



To mobilize stakeholders and resources in support of creativity, arts and cultural education that will meaningfully improve the development and academic achievement of Michigan infants, toddlers, children and youth.

Task Force Product



A document with ideas for:

- Ways to leverage existing human, material, financial resources
- New ways for institutions to work together
- Ideas for strategic initiatives, projects for further development



Task Force Outcome

- Shared leadership
- Identified opportunity in challenging times
- Proactive positioning
- Working together in new ways
- Better use and application of the resources we have and what we know



A photograph of a group of people, mostly men in business suits, seated around a large conference table. They appear to be in a meeting or discussion. The table is set with water pitchers, glasses, and papers. The background shows a large room with other people and a green wall.

Process and Participation

Beginning April 2004

**Task Force:
3 Meetings
9 Hours**

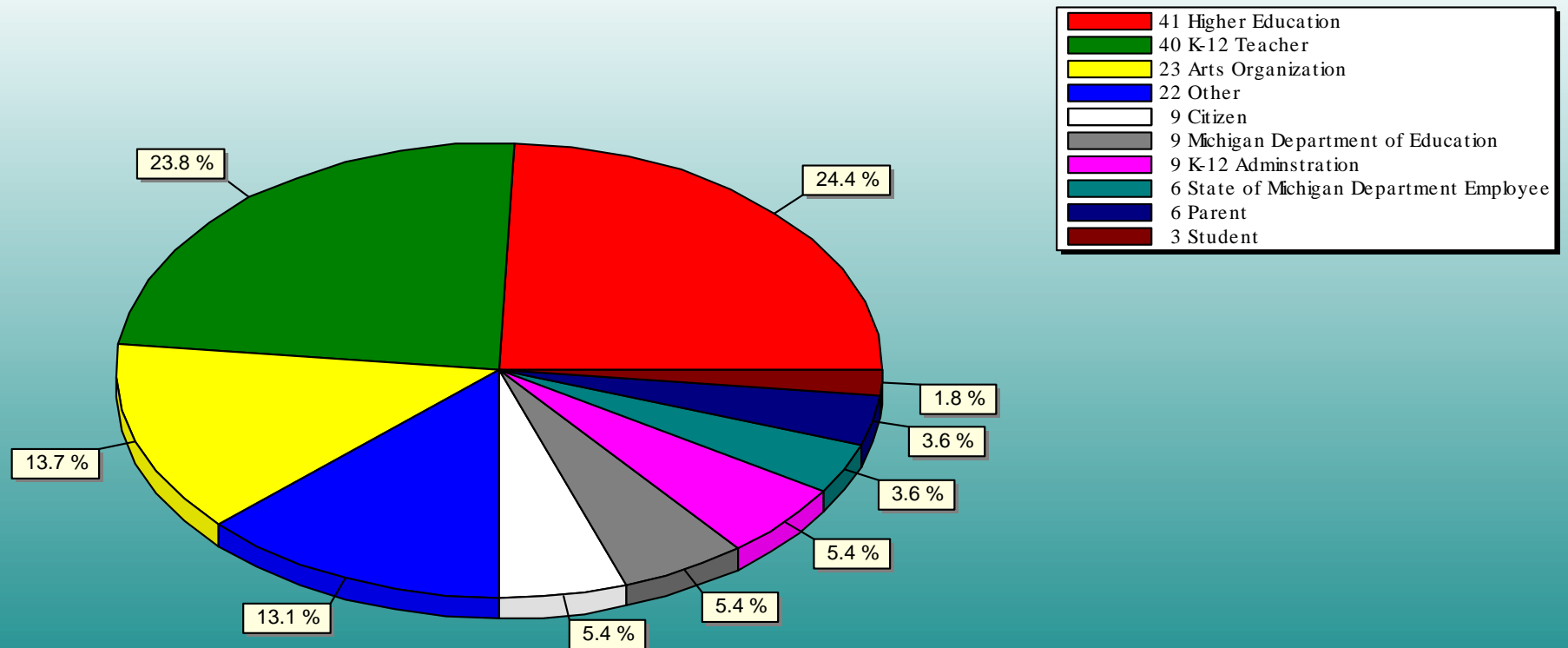


Who has Participated?

- 343 names in database, 120+ attended meetings
- Dominance of higher education at meetings (2 to 1)
- Next highest category – arts and cultural institutions
- Many participants in and out of process
- Meeting attendance varied

Web Survey: 177 Respondents to Date

24% K-12 Teachers; 25% Higher Ed;
13% Arts Organizations; 13% Other



13% Other?

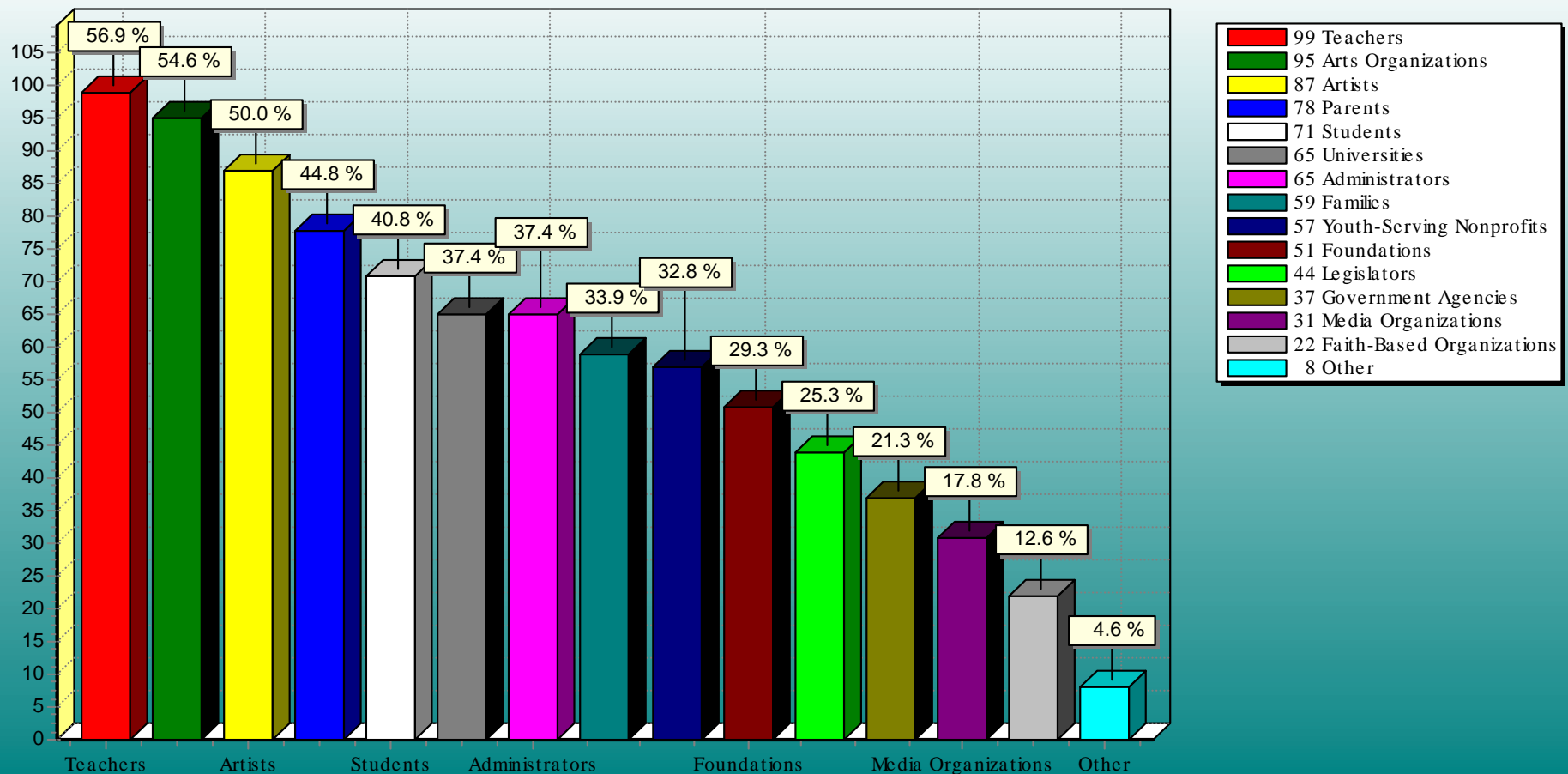
- Cultural Organizations
- Arts Education Organization
- Libraries
- Museums
- Pre-K Teachers
- Government

Issue:

Ensure that the right people are engaged in the process of developing the strategies.

Who Should Develop the Strategies?

57% Teachers; 55% Arts Organizations;
50% Artists; 45% Parents; 41% Students



Conclusion:

**Design a Process to Ensure
Participation of:**

- K-12 teachers**
- Parents**
- Artists**
- Students**

Issue:

Defining the Terms and Focus

Creativity

- Involves cognitive activity that results in a new way of viewing some problem or situation, and which is not necessarily restricted to practicality. (Solso)

citl.tamu.edu/citl-glossary-main.htm

- The ability to think and approach a problem in an original or flexible way. May be applied to any subject area.

www.bgfl.org/services/gifted/glossary.htm

Arts

- Studies intended to provide general knowledge and intellectual skills (rather than occupational or professional skills); "the college of arts and sciences"
- The arts include the visual arts, literature (written and oral), music, and theater arts.

www.cogsci.princeton.edu/cgi-bin/webwn

highered.mcgraw-hill.com/sites/0072426527/student_view0/chapter20/key_terms.html

Culture

- All the knowledge and values shared by a society
www.cogsci.princeton.edu/cgi-bin/webwn
- An integrated pattern of human beliefs, values, behaviors, and institutions shared by a distinct group, the inhabitants of a region, or the citizens of a nation. Used in some contexts as a synonym for the arts and other forms of social expression.
www.state.nj.us/dep/dsr/sustainable-state/glossary.htm
- a set of learned beliefs, values and behaviors--the way of life--shared by the members of a society.
www.wvculture.org/shpo/glossary.html

Conclusion:

Arts Education encompasses, and is inclusive of creativity, arts and culture – all essential for a complete education.

Issue:

Arts education in service of
academics and other
goals?

or

Arts education for its own
sake – a worthy goal?

Arts Have Unique Contributions

“The arts should be justified in education primarily in relation to their distinctive or unique education contributions.”

Elliot Eisner

“The Arts the Creation of Mind”

The Justification

- Tendency is to justify arts in terms the general public values i.e. “arts experience boosts test scores”
- Even if extra-artistic claims are valid, this compromises arts education, places in jeopardy
- Any field or activity could make similar claims, and command attention, resources
- Extra-artistic outcomes are important, but should not be the primary justification

Elliot Eisner

“The Arts the Creation of Mind”

Art for Art's Sake

- The sciences and the arts are often considered to be polar opposites.
- Many scientists employ the arts as scientific tools.
- Various artistic insights have actually preceded and made possible subsequent scientific discoveries.
- History shows the sciences and technology have never flourished in the absence of a similar flourishing of the arts.

Robert Root Bernstein

“For the Sake of Science, The Arts Deserve Support”

Conclusion:

- Arts education for its own sake first – a worthy goal.
- The result will be creativity, arts and culture in service of all learning.
- We cannot think of, or propose more arts education as a quick fix, but as a foundational must.

Other Issues

- Need for lifespan approach
- Need for focused, detailed strategies
- Need for ongoing collaboration
- Need for connections to research
- Need to address the silos and segmentation in this work

Work Group Ideas

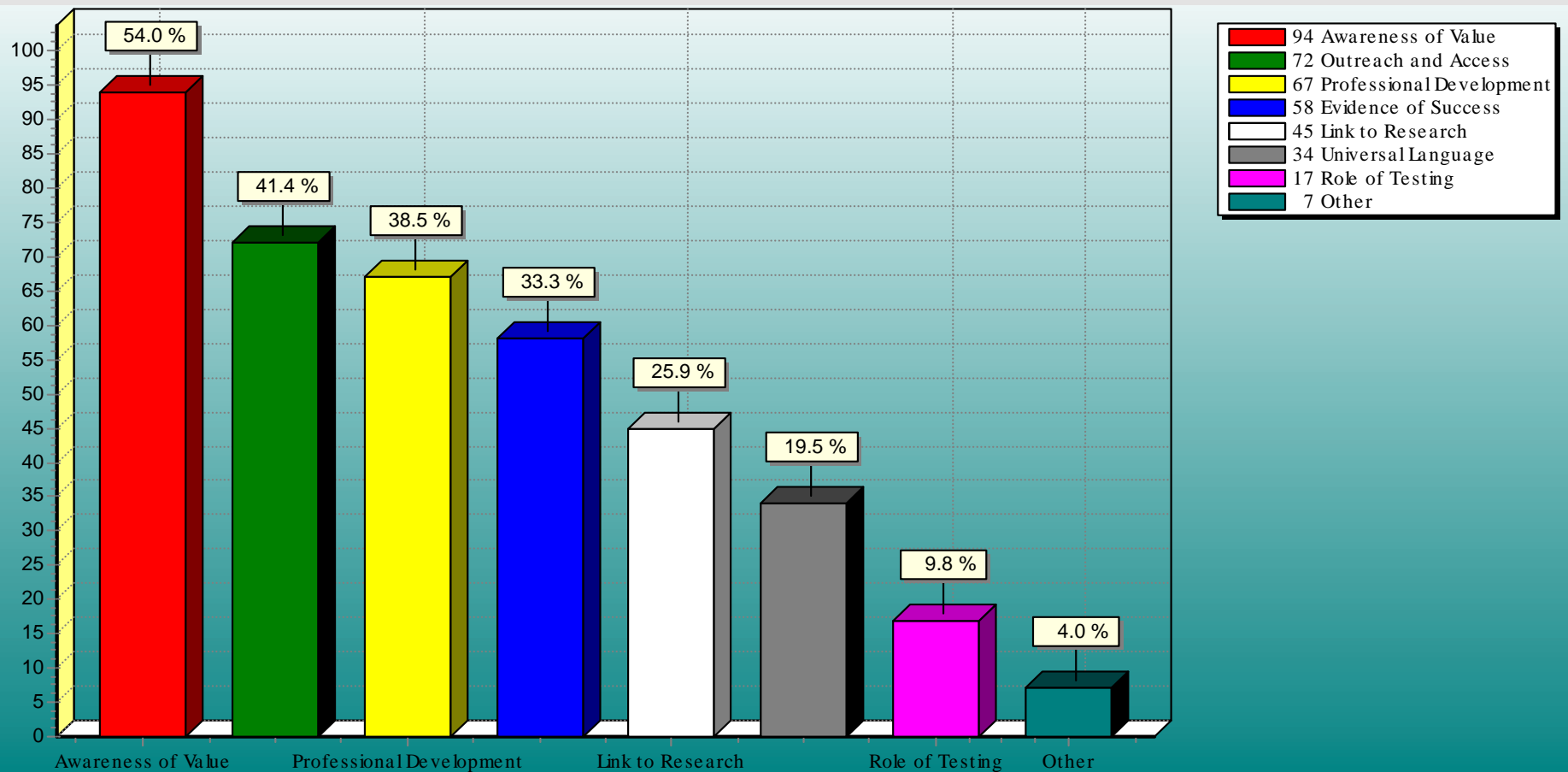


All Work Groups Share

- Common Concerns
- Common Causes
- Common Commitment

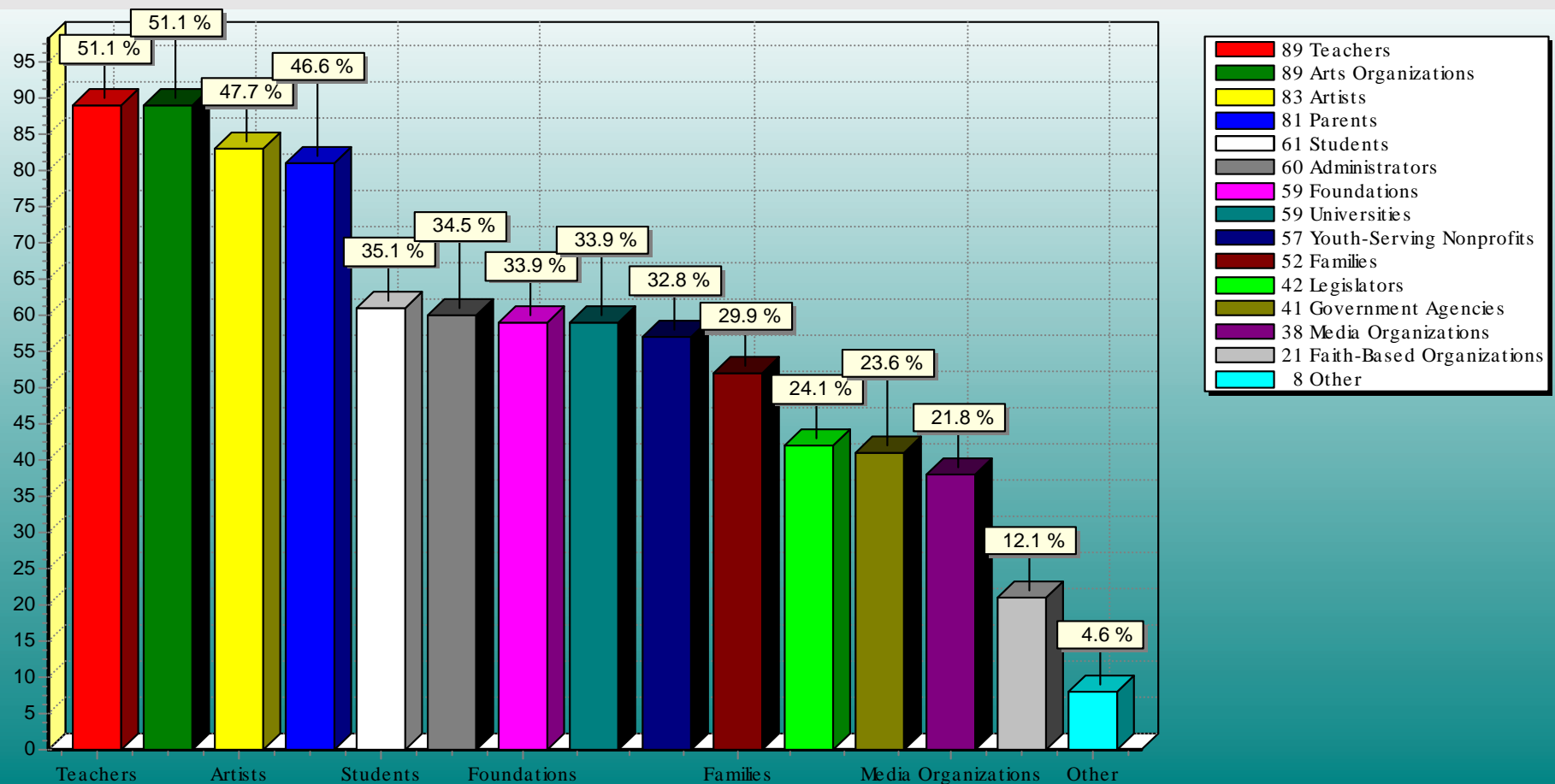
Consistent Concerns:

55% Awareness of Value; 42% Outreach and Access; 39% Professional Development; 34% Evidence of Success



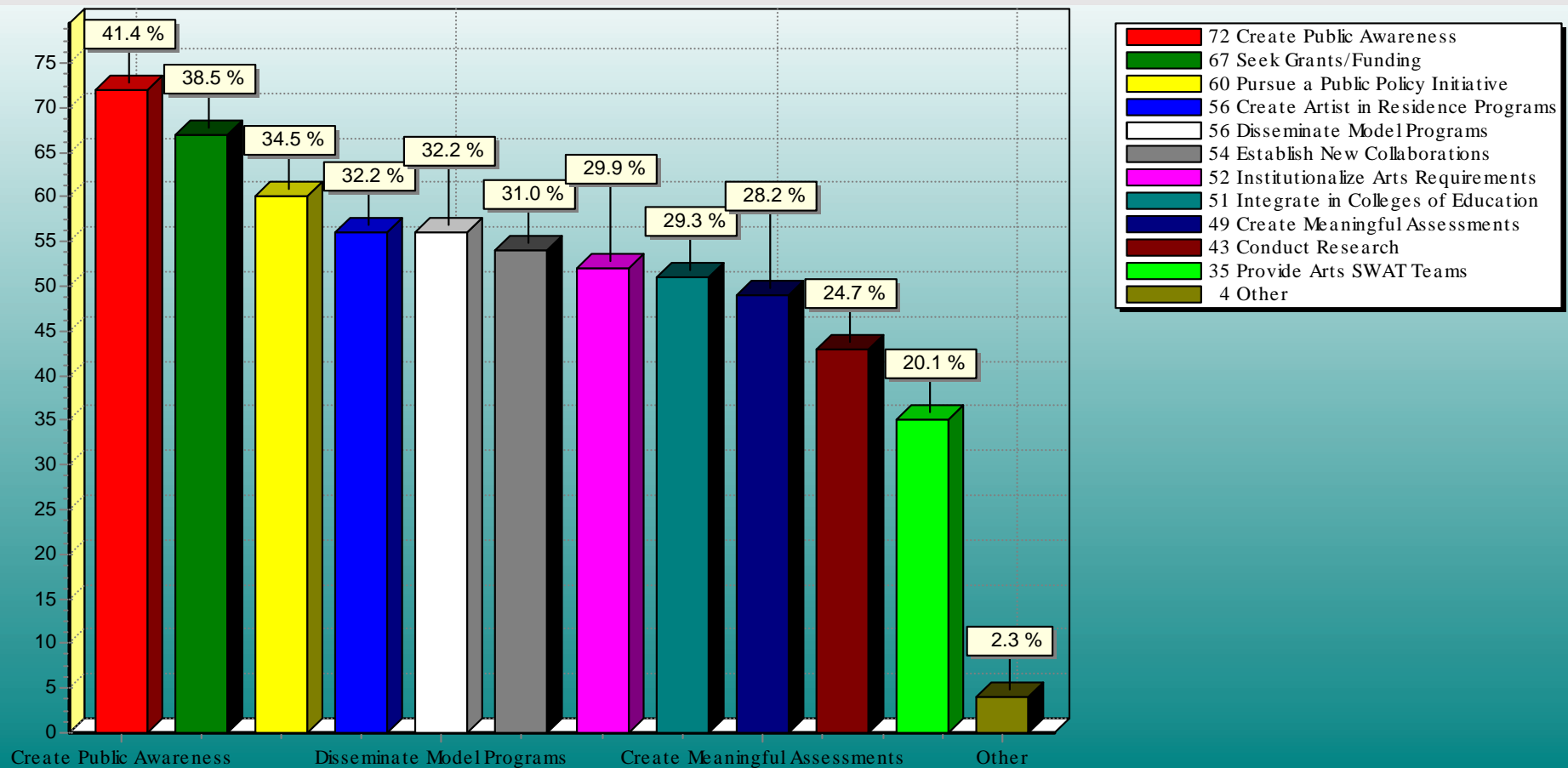
Key Resources, Networks and People to Involve:

51% Teachers; 51% Arts Organizations;
48% Artists; 47% Parents



Consistent Potential Strategies:

Create Public Awareness; Seek Funding;
Pursue Public Policy; Artist in Residence;
Model Programs; Collaborate



A photograph of three people in a meeting. In the foreground, a man with glasses and a dark suit is looking towards the right. Behind him, a woman with dark hair and an orange top is also looking right. In the foreground, the back of a man's head is visible as he looks towards the right. In the background, a flipchart on an easel has the word "Development" written on it. The setting appears to be a conference room with a patterned carpet and a plain wall.

Strategic Focus Areas

**Themes Common to All
Work Groups**

Standards and Assessment

1. Establish early childhood standards, link to brain research
2. Standards linked to valid assessments
3. Develop/implement standards for out-of-school-time programs
4. Develop meaningful assessments
5. Develop metrics to measure effects of arts and culture on workforce development, quality of life

Advocacy for Policy Change

1. Pre-school, daycare certification
2. Build political will to value arts content areas, address funding of arts education in schools
3. Institutionalize funding mechanisms
4. Requirement for teacher certification
5. Meet with Governor, encourage MDE to develop policy on arts

Teacher Quality

1. Embed in certification and licensing
2. Teachers and artists, mentor relationship
3. Provide vehicle for school-community collaboration on professional development
4. Integrate in teacher preparation
5. Link business with arts educators, alignment of arts education with workforce development

Stakeholder Outreach and Education

1. Promote demonstration projects
2. Artist in residence, arts assistance teams in priority schools
3. Identify, prioritize and publicize existing research
4. Disseminate best practices
5. Link education organizations (MEA) with arts organizations

Public Awareness and Marketing

1. Create sense of community through public activity
2. Use research to create interest, link to Michigan examples
3. Get the word out, create demand – media campaign
4. Identify and promote successful models
5. Recruit high visibility champions

Collaboration and Partnerships

1. Collaborative teams for professional development workshops
2. Link artists and teachers in teams
3. Work together to share resources, apply together for new funding
4. Higher education, professional organizations, teachers create training experiences
5. Partner with existing initiatives, i.e. Cool Cities

Recommendations: The Next 12 – 15 Months



1. Authorize the Task Force to Continue

- Reorganize Work Groups into **Strategy Teams** for the six strategic focus areas
- Lifespan approach to each Strategy Team
- Recruit the right mix of stakeholders, experts
- Each Strategy Team uses input and data collected in this process, plus
- Design the long-term initiative
- Develop detailed implementation plans

Six Recommended Strategy Teams

1. Standards and Assessment
2. Advocacy for Policy Change
3. Teacher Quality
4. Stakeholder Outreach and Education
5. Public Awareness and Marketing
6. Collaboration and Partnerships

2. Create a Work Group to Implement Outreach Activities

- Develop (from existing resources) a grassroots education toolkit
- Organize Speakers Bureau – present at non-arts conferences and events
- Disseminate and promote model projects that currently exist and will demonstrate learning outcomes

3. Connect to Policy Initiatives

Leaders of Joint Task Force Partner

Organizations collaborate to engage with:

- Children's Action Network, et al
- Cherry Commission on Higher Education
- Education Yes! And No Child Left Behind
- Cool Cities and Economic Development
- Legislative Process
- More...

4. Support High Priority Schools

Organize regionally-based, collaborative,
Arts Advantage Teams

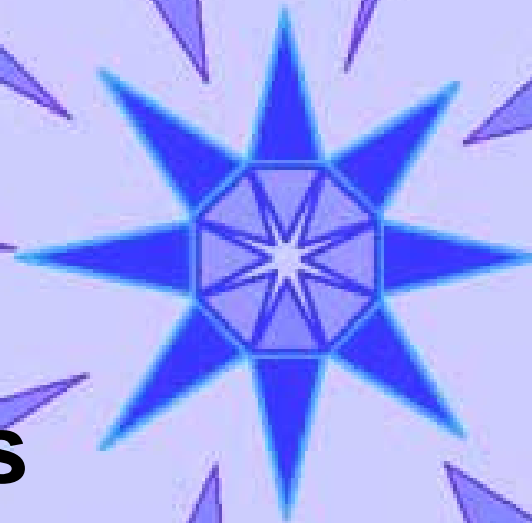
- Arts councils and organizations, cultural institutions, libraries, and artists with educators
- Understand needs, why a priority school?
- Identify and secure resources
- Place Artists in Residence
- Implement out-of-school programs
- Provide classroom/learning assistance

Moving Forward: Your Thoughts

Process

Participation

Product Goals



Complete the Online Survey

[http://websurveyor.net/wsb.dll/
18835/artsedtaskforce.htm](http://websurveyor.net/wsb.dll/18835/artsedtaskforce.htm)

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